
Application for A Grant

Under the

**Jacob K. Javits
National Educational Research and Development
Center
For Gifted and Talented Education**

**Closing Date:
August 1, 2000**

CFDA Number: 84.206R

**Dated Material
Open Immediately**

**National Institute on the Education of At-Risk Students
Office of Educational Research and Improvement
U.S. Department of Education
Washington, DC 20208-5521**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, a valid Office of Management and Budget (OMB) control number is not required for a collection of information when it involves nine or fewer individuals. The Department of Education anticipates fewer than ten applicants for this grant competition.

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Dear Colleague,

The Office of Educational Research and Improvement (OERI) invites applications to establish a National Educational Research Center for Gifted and Talented Education.

The estimated funding levels for this cooperative agreement over a 5-year project period are listed in the enclosed *Federal Register* Notice Inviting Applications. The Secretary gives an absolute preference to applications that meet the priority as described in the *Federal Register* Notice of Final Priority, also included in this application.

Please review the enclosed materials and carefully follow the instructions for completing your application. Please be sure that your application complies with each requirement. It must be submitted to the Department's Application Control Center by *the closing date specified* in the Notice Inviting Applications.

If you have any questions about this Center application process, or about the Educational Research and Development Center Program, please contact:

Beverly Coleman
National Institute on the Education
of At-Risk Students
555 New Jersey Avenue NW, Room 611A
Washington, DC 20208-5521
(202) 219-2280
beverly_coleman@ed.gov

Thank you for your interest in the Educational Research and Development Center Program. We look forward to receiving and reviewing your application.

Sincerely,

C. Kent McGuire
Assistant Secretary

Section One: Application Instructions

A. General Information

Program Purpose

To establish a National Research and Development Center to carry out sustained research and development to study the education of gifted and talented students.

Eligible Applicants

Institutions of higher education, State educational agencies, or a combination or consortium of these entities.

Required Submissions

To be considered for an award an eligible applicant must submit the following:

- Application for Federal Assistance (SF 424, also known as the application's Title Page Form)—Complete the **Human Subjects Research Clearance** in Item 12.
- Table of Contents—include a one-page table of contents.
- Abstract—applicants are encouraged to provide a brief summary of the application (not to exceed 500 words) at the beginning of the application.
- Research Narrative—limited to 200 pages.
- Management Plan—limited to 10 pages.
- GEPA 427—statement of equitable access.
- Budget Information (SF 524) and budget narrative (for 5 years as specified in the published Closing Date Notice included in this application package).
- Biographical sketches for key personnel—each limited to 3 pages.

Use 8 ½ x 11 inch paper with printing on only one side. Appendix materials will not be read and should not be submitted.

NOTE: We strongly encourage applicants to use double-spacing, a 12-point font, and 1-inch margins. Reviewers are able to conduct the

highest quality review when applications are concise and easy to read, with pages consecutively numbered.

Required Forms

- Assurances for Non-Construction Programs (SF 424B);
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-free Workplace Requirements (ED 80-0013); and
- Disclosure of Lobbying Activities (SF-LLL).

Number of Copies

Each applicant is required to submit one signed original and two copies. Applicants are encouraged to submit voluntarily three additional copies to expedite the review process. Three additional copies are requested (for a total of an original and five copies), but are not required.

B. General Instructions For Research Narrative, Budget Information, & Reporting Requirements

1. Research Priority and Selection Criteria:

In the proposal, each applicant must address

- a) the General Absolute Priority as published in the *Federal Register* Notice of Final Priority; and
- b) the following selection criteria as chosen by the Secretary in 34 CFR 700.30.

- (1) National Significance (30 points)
- (2) Quality of Project Design (30 points)
- (3) Quality and Potential Contribution of Personnel (20 points)
- (4) Quality of the Management Plan & Adequacy of Resources (20 points)

2. Budget Information

The budget should be submitted as a separate document. It is not included under the 200-page Research Narrative limitation.

Applicants must provide the following:

- a detailed budget for **each individual project or activity** to support the request in the budget information form (SF 524). The cost categories for the detailed budget for each project must be consistent with the cost categories in the summary budget information form. (See enclosed instructions.)

- a breakdown that provides details for each budget category. For example, “Personnel” should show salaries and wages for each staff member by position or name; and “contractual” must show consultants and sub-contractual services.
- a summary narrative description of the budget that will facilitate the Department’s review, decisionmaking, and monitoring.

Detailed budgets are required for each year for which funding is requested.

3. **Reporting Requirements**

Each applicant should consider the reporting requirements in developing plans for the Center. Semiannual management reports and annual performance reports are required. See “Section Three: Application Preparation, Part B” for details.

Applicants are encouraged to address these requirements in the narrative.

4. **For Further Assistance**

If you have any questions or need additional information about this center application process, or about the National Research Center on Gifted and Talented Students, please contact:

Beverly Coleman
 U.S. Department of Education
 Office of Educational Research and Improvement
 National Institute on the Education of At-Risk Students
 555 New Jersey Avenue NW
 Room 611A
 Washington, DC 20208-5521
 Phone: (202) 219-2280
 E-mail: beverly_coleman@ed.gov

Section Two: Center Mission Guidance

Information in Parts A and B of this section offers additional guidance to applicants about addressing the activities of the center and does not impose any requirements other than those established by statute or regulations. However, in order to be eligible for funding, an application must meet the absolute priority in Part C.

Part A. General Activities of a National Educational Research and Development Center

Part B. Research Activities for a National Educational Research and Development Center for Gifted and Talented Education

Part C. Absolute Priority

Part A. General Activities of a National Educational Research and Development Center

The Research and Development Centers focus on educational topics of national significance for both policy and practice, and each Center works within defined fields of inquiry to generate new knowledge through long-term programmatic research. The work of each Center will provide a solid research base that can define and analyze specific educational issues so that teachers and other practitioners, parents, and policymakers can meet the challenges of the 21st century.

1. Centers Exercise Leadership in Their Mission Area

Each Center is asked to develop and maintain a research and development program of sufficient scope and depth to establish itself as a national leader in its field of inquiry. Centers should bring together and deploy the best scholars available, propose new approaches to exploring critical educational issues, experiment with new ways of focusing appropriate research methodologies on enduring and emerging problems, and work with scholars from other fields to generate innovative thinking. Each Center is encouraged to serve as a central source of information about current research and practice in its mission area, and to respond in a timely fashion to public and professional inquiries.

2. Centers Develop a Dynamic and Effective Dissemination Strategy

Each applicant is urged to develop and implement an effective mechanism for building an active relationship among researchers, practitioners, and policymakers to inform and assess each other's work. Centers are also encouraged to sustain this relationship over time for the purpose of providing teachers and other education personnel with the most timely, technically sound, and useful outcomes of their research and development efforts. To strengthen their dissemination and outreach potential, Centers need to utilize state-of-the-art technologies to improve the telecommunications network.

Examples of possible dissemination strategies include:

- distributing all deliverables and other pertinent information to practitioners, policymakers and researchers by using the existing dissemination channels, such as Educational Resource Information Center (ERIC); OERI-sponsored labs and other research centers;

professional associations, professional and practitioner-oriented journals;

- reporting routinely at meetings, colloquia, and workshops as appropriate, such as the national meeting of the American Educational Research Association, Teachers of English Speakers of Other Languages, American Psychological Association, and the American Sociological Association;
- hosting seminars and workshops using a variety of models for expansion of the network of staff developers, and training of staff at sites that would serve as demonstration schools or model programs; and
- developing new prototypes of various materials (e.g., curriculum modules, video or interactive teaching materials).

3. Centers are Part of a Network for Collaborative Exchange

Applicants are asked to propose innovative and productive strategies for working with other members of the Research and Development (R & D) community, such as other Research and Development Centers, Regional Laboratories, Information Clearinghouses, State Education Agencies, and other members of the R & D community. Scarce resources can be leveraged and contributions to the improvement of American education can be maximized.

4. Centers Develop a Useful and Cost-Effective Strategy for Utilizing the Advice of Nationally Recognized Experts

Each Center is asked to bring together a nationally representative group of researchers, practitioners, policymakers and other concerned educators to provide on-going advice to its principal investigators and key staff. The traditional “Advisory Panel” that meets once or twice a year should be replaced by panels of experts that provide timely and frequent advice to Center administrative staff and principal investigators. Other panel functions should include evaluating completed work regularly, helping to select research efforts and strategies, and guiding the dissemination effort.

5. Centers Participate in the Development of Performance Indicators

Each center will be asked to collaborate with the Office of Educational Research and Improvement (OERI) in the development and use of performance indicators required by Public Law 103-62, the Government Performance and Results Act of 1993 (GPRA). Performance indicators will be used to assess the relevant outputs and outcomes of the Centers as a program and to document the program's potential and actual contributions toward improving education. Section 1116 of GPRA requires OERI in March 2000 and each year thereafter, to submit an annual performance report for the National Research and Development Center activity. These performance reports will discuss the actual program performance achieved and compare it with the performance goals expressed in the plan for that fiscal year.

Experience with agency performance measurement projects so far indicates that an early start at defining and describing the performance indicators in these plans is critical to meeting GPRA requirements. Therefore, soon after the cooperative agreement has been awarded, the Research Center will be encouraged to work with OERI to design an indicator system to effectively assess the contributions of the Center's work to education improvement and to develop performance indicators that accurately measure those contributions. OERI further expects that these performance indicators will support and complement OERI's standards for the conduct and evaluation of research as outlined in 34 CFR Part 700 and will address qualitative as well as quantitative aspects of each Center's activities.

Part B. Research Activities for a National Educational Research Center for the Study of the Education of Gifted and Talented Students

Background

The Javits Gifted and Talented Students Education Act supports research and development activities on better ways to educate the nation's most talented students. The enabling legislation states that unless the special abilities of gifted and talented students are recognized and developed during their elementary and secondary school years, much of the students' special potential for contributing to the national interest is likely to be lost. Further, gifted and talented students from economically disadvantaged families and areas, and students of limited-English proficiency are at greatest risk of being unrecognized and of not being provided adequate or appropriate educational services.

Recent syntheses of research on the gaps in academic achievement among racial and ethnic groups in the United States indicate that these disparities are greatest at the top end of the distribution. For example, in both 1982 and 1992, white high school seniors were about 10 times more likely to score in the top 5 percent of the national distribution on a composite measure of academic skills than black youth. These studies go on to say that we do not understand well why such disparities exist among top performers, and that many of the commonly held explanations are not supported empirically. Further, we have little empirical evidence on the effectiveness of programs designed to increase the number of top-performing students from under-represented racial and ethnic minority groups. These concerns will be the focus of the Javits Research Center.

In addition, there is a substantial body of information on gifted and talented, high-achieving, and high-ability students and their educational programs contained in large national studies of education. Analysis of these data sets will provide the nation with a richer and more complete picture of the educational attainment and needs of these students.

Part C. Absolute Priority

OERI will award a grant only to a Center application that proposes to carry out the following activities:

- (a) Conducts a coherent and sustained program of research that
- investigates the causes for disparities in achievement at the highest levels of performance among various racial and ethnic groups;
 - studies models for increasing the proportion of underrepresented students performing at the highest levels; and
 - generates findings and applications that build the capacity of teachers and schools to improve the performance of under-represented students.

(b) Informs the research carried out under paragraph (a) by conducting analyses of existing national and international databases to determine what is known about the opportunities available to, and educational outcomes of gifted and talented, high-achieving or high-ability students from these studies. Special attention would be given to studies that provide analyses that

- lead to a better understanding of what contributes to the educational achievement of these students, disaggregated by socio-economic status and race;
- frame questions not yet being asked that will guide future discussion and inquiry;
- propose new approaches to enduring problems; and
- influence discussion of subsequent research, practice, and policy activities.

(c) Reserves five percent of each budget period's funds to support activities that fall within the Center's priority area, are designed and mutually agreed to by the Center and OERI, and enhance OERI's ability to carry out its mission. These activities may include developing research agenda, conducting research projects collaborating with other federally supported entities, and engaging in research agenda setting and dissemination activities.

(d) Prepares, at the end of the award period, a report that synthesizes the findings and advances in knowledge that resulted from the Center's program of work and that describes the potential impact on the improvement of American education, including any observable impact to date.

Section Three: Application Preparation

Part A. Selection Criteria

All applications received under this competition will be evaluated under specific selection criteria. Each submission should be organized to enable reviewers to evaluate submissions using the criteria, and to allow for a fair and thorough review. Applicants should describe the proposed Center as a whole as well as describe the proposed individual projects in terms of the relevant criteria.

Specific research and development projects and supporting activities that support the Center's mission should be described and discussed, and details should be given for each project and activity over its entire duration. Applicants should explain how each project fits into the Center's overall workplan and what benefits will result over the entire grant period.

The application requires that the applicants describe

- the need at this time for a National Educational R&D Center with the proposed mission;
- how the proposed center meets the program priority;
- the discrete projects and activities of the center and how they will complement each other to establish a complete and coherent program of research and development;
- how the qualifications of the staff and the institutional capacity of the Center will allow for the completion of the proposed work in a timely, high quality, and cost-efficient manner; and
- how the proposed project can be evaluated.

Selection Criteria:

The maximum score for all five criteria is 100 points. The maximum score for each criterion is indicated in parentheses.

The following selection criteria will be used to evaluate applications:

(1) National Significance (30 points)

In determining the national significance of the proposed project, the Secretary considers the following factors:

- The importance of the problem or issue to be addressed.
- The potential contribution of the project to the development and advancement of theory and knowledge in the field of study.
- Whether the project involves the development or demonstration of creative or innovative strategies that build on, or are alternatives to, existing strategies.
- The extent and quality of plans for disseminating results in ways that will allow others to use the information.

(2) Quality of the Project Design (30 points)

In determining the quality of the proposed project design, the Secretary considers the following factors:

- Whether the proposed activities constitute a coherent, sustained program of research and development in the field, including a substantial addition to an ongoing line of inquiry.
- The extent to which the research design includes a thorough, high quality review of the relevant literature, a high-quality plan for research activities, and the use of appropriate theoretical and methodological tools, including those of a variety of disciplines, where appropriate.
- The quality of the plan for evaluating the functioning and impact of the project, including the objectivity of the evaluation and the extent to which the methods of evaluation are appropriate to the goals, objectives, and outcomes of the project.

(3) Quality and Potential Contributions of Personnel (20 points)

In determining the quality and potential contributions of personnel the Secretary considers the following factors:

- The qualifications, including training and experience, of the project director or principal investigator.
- The qualifications, including training and experience, of key project personnel.
- The qualifications, including training and experience, of proposed consultants or subcontractors.

(4) Quality of the Management Plan and Adequacy of Resources (20 points)

In determining the quality of the management plan and the adequacy of resources of the proposed project, the Secretary considers the following factors:

- The adequacy of the management plan to achieve the objectives of the project, including the specifications of staff responsibility, timelines, and benchmarks for accomplishing project tasks.
- How the applicant will ensure that a diversity of perspectives is brought to bear in the operation of the project, including those of parents and teachers, where appropriate.
- Whether time commitments of the project director or principal investigator or other key personnel are appropriate and adequate to meet project objectives.
- Whether the costs are reasonable in relation to the objectives, design, and potential significance of the project.
- The adequacy of support from the lead applicant organization.
- The relevance and commitment of each partner in the project to the implementation and success of the project.

Part B. Important Issues for Applicants to Consider

1. Centers Reflect Strength in Unity

Applicants should show what makes their proposal a Center for Gifted and Talented Research instead of a group of separate projects united only by topic. Groups of projects should be designed to fit together so that the knowledge generated will be greater than that produced by individual projects taken separately. The plan of operation should show close and continual coordination and communication between principal investigators and directors of major Center activities. All projects or sets of projects should embrace some overarching theme or themes, and should advance conceptual frameworks and theories in the field.

2. Advancement of Understanding

Applicants should describe how the research agenda will significantly advance the understanding of specific issues in the field over the 5-year grant period. Each project description should include a rationale for the study, taking into account previous work to date and how the project fits into the Center activities as a whole.

The applicant should also describe deliverables and a plan and schedule for archiving data sets. The proposal should describe interaction between educational policymakers, practitioners, parents, students, and community representatives in developing its research projects to assure usefulness of project results.

3. Dissemination

Applicants should describe how the Center will disseminate its findings to a variety of targeted audiences. Activities could include arranging mass media coverage, holding briefings for legislators and policymakers, conducting training sessions for practitioners or parents, and publishing findings in journals and periodicals that are favorites of practitioners. Applicants should also demonstrate how duplication of effort will be minimized and impact of results maximized. The Center should show how it will maintain close and significant contact with the other OERI R&D Centers and the Regional Educational Laboratories, as well as the appropriate ERIC Clearinghouses, with other offices in the Department of Education, and other appropriate federal agencies.

Part C. Post-Award Requirements, Plans for Reporting, and Collaboration

The applicant who receives a Javits Research Center award must agree to meet the following post-award requirements. Applicants should include in their applications statements that reflect their awareness of, and ability to comply with, these requirements.

1. Post-Award Requirements

The post-award requirements stipulate that a recipient of a center award shall—

- a) Provide OERI with information about center projects and products and other appropriate research information so that OERI can monitor and maintain its inventory of funded projects.
- b) Consistent with the approved application selected for funding, conduct and evaluate research projects in conformity to the highest professional standards of research practice.
- c) Reserve five percent of each budget period's funds to support activities that fall within the center's priority area, are designed and mutually agreed to by the Center and OERI, and enhance OERI's ability to carry out its mission. Such activities may include developing research agendas, conducting research projects collaborating with other federally supported entities, and engaging in research agenda setting and dissemination activities.
- d) At the end of the award period, synthesize the findings and advances in knowledge that resulted from the Center's program of work and describe the potential impact on the improvement of American education, including any observable impact to date.

2. Reporting Requirements

Applicants should take the following reports and reporting activities into consideration when developing their Center's plan of operation. The Center's budget should reflect the costs and resources needed to meet these reporting requirements.

(a) Performance Reports

Type of Report	Quantity Due	Due Dates
Semiannual	3 copies	30 days after the end of months 3 & 9 of each year's grant
Final	3 copies	90 days after the expiration or termination of the award

At the end of the award period, the grantee must synthesize the findings and advances in knowledge that resulted from the Center's program of work and describe the potential impact on the improvement of American education, including any observable impact to date.

The Final Report required at the expiration or termination of a center award will be used by OERI in a variety of ways to disseminate useful information on Center activities to various audiences (e.g., research reports, meetings, web sites). The Final Report is a critical element in the dissemination efforts of OERI.

(b) Annual Forums

Grantees should expect to report on research findings and ongoing research by participating in an annual forum sponsored by OERI. Center representative(s) will be asked to participate in activities designed to advance the contributions of research to education policy, practice, and the relevant field of inquiry. OERI will disseminate each forum's conclusions and recommendations to center advisory panels, other programs, and the public for consideration and action.

Applicants are encouraged to budget for five annual round trips of two-day duration for the Center Director and other key personnel to participate in OERI National R&D Centers meetings and other meetings pertaining to the Center's work.

3. Collaboration with OERI

Each Center is asked to communicate and share its research activities with the Office of Educational Research and Improvement's National Research Institutes and the other National Research and Development Centers to ensure coordination and improvement of research and development activities. Creating research agendas, conducting research studies, providing technical assistance such as conducting parent seminars, and disseminating research findings are ways in which the Center and OERI can work together to advance education research, policy, and practice. Applicants are encouraged to include in their proposal descriptions of the Center's collaborative capabilities.

Appendices: Required Forms

- Application for Federal Assistance (SF 424)*
- GEPA 427 Information
(included in both on-line and hard-copy versions)
- Budget Information (SF 524)
- Assurances—Non-Construction Programs (SF 424B)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower-Tiered Covered Transactions (ED80-0014)
- Disclosure of Lobbying Activities (SF-LLL)

For your convenience, the above forms and instructions follow (hard-copy version only).

Applicants should note that these forms are available at the Department's Web Site at the following address:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

*Applicants applying for the National Research Center on the Gifted and Talented Education should mark item #3 as CFDA number **84.206R**.

On the Standard Form 424 please see Item #12—Human Subjects Research Activities must be answered and complete compliance is necessary to allow the Department to award grants to any recommended applicant.

APPLICATION TRANSMITTAL INSTRUCTIONS

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

APPLICATIONS DELIVERED BY MAIL

You must mail the original and two copies of the application on or before the deadline date to: U.S. Department of Education, Application Control Center Attention: CFDA Number 84.206R, (Be sure to include correct alpha description), 400 Maryland Avenue, SW, Washington, DC 20202-4725.

You must show one of the following as proof of mailing:

- (1) A legibly dated U.S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first-class mail.

Each late applicant will be notified that its application will not be considered.

APPLICATIONS DELIVERED BY HAND

An application that is hand delivered must be taken to the U.S. Department of Education, Application Control Center, Room 3633, Regional Office Building, 7th and D Street, SW, Washington, D.C.

The Application Control Center will accept hand delivered applications between **8:00 a.m. and 4:30 p.m. (Washington, DC time) daily, except Saturdays, Sundays** and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

General Education Provisions Act (GEPA) Requirement

Applicants should use this section to address the GEPA provision.